



Canyon Hunters

Objectives

Students will be able to:

- refer to details and examples when explaining what the text says explicitly.
- refer to details and examples when drawing inferences from the text.

Support Learners

If students need extra support referencing details and examples in a text in order to explain and make inferences, **then**

- point out section headings and have students work with you to find details and examples that explain the headings/main ideas.
- emphasize how details and examples help us to understand what a text says and build inferences on the information given.

Provide More Practice

Use these texts for further practice referring to details and examples when explaining a text and making inferences:

- *North America*
- *Our American Flag*
- *The Liberty Bell*
- *Who Really Discovered America?*

Meeting the Common Core

CCSS.ELA-Literacy.RI.4.1,
CCSS.ELA-Literacy.RI.4.3

Details and Examples

Introduce the Lesson

Introduce the Text Show students the cover and say: *This text contains a lot of information about canyons and the people who learn about them.*

Introduce the Strategy Say: *As strategic readers, we use details and examples from a text to explain what the text says. These details and examples can also help us draw inferences from the text or draw conclusions by combining what we learn in the text with things we already know.*

Demonstrate and Collaborate

Model Strategy Use Read page 6 to model the strategy and say: *One detail that seems important to me is that canyons are made by rivers. Now let's see if we can make an inference. I know that some canyons do not have a river at the bottom. If canyons are made by rivers, but some canyons don't have rivers, I can make an inference: Canyons that don't have rivers must have had rivers in the past—or maybe they have water flowing during wet seasons but not during dry seasons.*

I combined my knowledge of dry canyons with what I learned on this page—that canyons are made by rivers—to make an inference.

Collaborate with Students Turn to page 14 and work with students to make another inference. Read the text and then say: *I learned that the oldest rocks are found in the bottom layers of rock. I once found two fossils in different layers of rock. Tell your learning partner how I can use the information on this page to make an inference about the age of my fossils.*

After students have had a moment to confer, volunteers can state the inference: **The fossil found lower is older than the other fossil.**

Say: *If I had simply wanted to explain the text, I could have restated the information in my own words, but I was able to use the information to go a step further and make an inference using my own experience.*

Support Independent Practice

- Display the graphic organizer *Inferences Based on Details and Examples*. Point out each feature on the organizer and discuss how the organizer can be used to support inferences.
- Consider having students work in pairs or small groups, with each pair or group focusing on explaining and making inferences based on one section of the book.
- Tell students to use the headings, details, and examples, along with their background knowledge, to develop a sentence that explains the text.
- Look for opportunities for students to use the graphic organizer with additional texts.

Inferences Based on Details and Examples

Name _____ Date _____

Text _____

SECTION TITLE: _____
Detail or Example: _____ _____
Detail or Example: _____ _____
Detail or Example: _____ _____

Explain in one sentence what you learned from reading this section:

Explain in one sentence an inference you can make by combining what you know with what you learned in this section:

